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ABSTRACT

The Tennessee State Legislature passed the Education Improvement Act (EIA) in 1992, which established the Basic Education Program (BEP) as the funding formula for providing adequate, equitable, and sustainable school funding. This document presents the 1995 Master Plan for Tennessee Schools, which focuses on the priority issues that must be addressed to fulfill the promise of the EIA. The plan is consistent with the Goals 2000 legislation and addresses each of the eight national goals. The plan also addresses recommendations made by the Tennessee Business Roundtable. The plan sets the State Board of Education's priorities and defines an environment in which local school systems and the state can work for improvement. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the board has developed an action plan outlining actions for the board and Tennessee General Assembly. A detailed work plan has also been developed. The goals, strategies, and current status of the following areas are highlighted: early childhood education, primary and middle-grades education, high school education, educational technology, professional development and teacher education, accountability/assessment, school leadership and school-based decision making, school safety, and funding. (LMI)

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ED 383 051

MASTER PLAN FOR TENNESSEE SCHOOLS

PREPARING FOR THE 21ST CENTURY

1995

State Board of Education
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MISSION

To ensure that
Tennessee schools are among
the best in the nation.

VISION FOR TENNESSEE SCHOOLS

Our vision for Tennessee schools is that all students accomplish high levels of learning. Students actively engage in work which promotes understanding and application. They learn challenging subject matter and can access information, reason, and solve problems. Students are creative, possess good communication and social skills, and recognize the strength of diversity. They demonstrate responsibility, teamwork, and concern for others, and understand the importance of being a well-educated person who continues to learn. When they graduate, they are prepared for postsecondary study and work, as well as family and civic responsibility.

Teachers are models of educated persons and are passionately focused on student learning. They exemplify the behaviors and knowledge they seek to instill in students. They teach with enthusiasm and are committed to high standards of quality in curriculum and instruction. Teachers are directly involved in decisions which affect student learning including curriculum design, instructional approaches, interpretation of assessments, and how to modify practices to improve performance of students and schools.

Teachers engage families in their children's education and work with them to nurture wholesome development. Each teacher continues to grow through meaningful, ongoing professional development and recognizes the need to constantly improve.

Students learn in schools that are safe, disciplined, adequately staffed, and well equipped. Funding is appropriate to ensure that students have the resources to accomplish high levels of learning. Leadership of school systems represents both vision and skillful management. Principals are educational leaders who provide direction, encourage teamwork, manage effectively, and promote broad involvement in decision making.

Schools are committed to success for all students. Instructional time is flexible to allow for individual student achievement, and multiple teaching strategies and technologies are used. Learning is highly valued and no child is left behind.

Assessments are multiple, measure student growth and understanding, reflect high standards, and are used to improve learning. They accurately depict individual student performance, and collectively, are one of the indicators of school and system effectiveness.

Schools solicit and rely heavily on constructive input and support from families, advocates, and community businesses and organizations. Schools constantly evaluate effectiveness to affirm that students know and can do what will be expected of them.

Schools, students, families, and communities are engaged as mutually reinforcing partners to educate young people. Their efforts begin early by ensuring that all children are provided high quality pre-kindergarten learning experiences which continue through graduation. While schools are continually improving, they hold constant the interests of students and purposes of education.

With the passage of the *Education Improvement Act (EIA)* in 1992, Tennessee reached a milestone in education reform. The *EIA* is far reaching legislation which touches all facets of education in our state. Most importantly, the *EIA* establishes the Basic Education Program (BEP) as the funding formula used to provide adequate, equitable, and sustainable school funding.

The State Board of Education and the General Assembly are committed to a five-year plan for full funding of the BEP. The 1995 *Master Plan* focuses on the priority issues which must be addressed to fulfill the promise of the *EIA*.

The plan is consistent with the recently adopted *Goals 2000* legislation and addresses each of the eight national goals. The plan also addresses recommendations made by the Tennessee Business Roundtable.

We are making progress! Throughout the state schools are reducing class sizes, using new technology, and applying innovative teaching strategies to improve student learning. But, of course, there is much to be done.

The *Master Plan* sets the Board's priorities and defines an environment in which local school systems and the state can work for improvement. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the Board has developed an action plan outlining action needed to be undertaken by the Board and the General Assembly. A detailed work plan has also been developed.

GOALS FOR THE NINE KEY RESULT AREAS

EARLY CHILDHOOD EDUCATION 1
Goal: All children will begin school ready to learn.

PRIMARY AND MIDDLE GRADES EDUCATION 2
Goal: All students will learn to high standards.

HIGH SCHOOL EDUCATION 3
Goal: All students will learn to high standards and be prepared for postsecondary study.

TECHNOLOGY 4
Goal: State-of-the-art technology will be used to improve student learning.

PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION 5
Goal: The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

ACCOUNTABILITY AND ASSESSMENT 6
Goal: Assessment will be used to improve student learning and demonstrate accountability.

SCHOOL LEADERSHIP AND SCHOOL-BASED DECISION MAKING 7
Goal: Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

SCHOOL SAFETY 8
Goal: All students and school personnel will have teaching and learning environments that are safe.

FUNDING 9
Goal: The Basic Education Program will be fully funded to provide adequate and equitable support for Tennessee schools.

GOAL:
All children will begin school ready to learn.

CURRENT STATUS:
Children come to school from widely varying backgrounds that affect their readiness to learn. Some reach school inadequately prepared. There are not sufficient comprehensive service programs in place to serve all the children who need them. Federally funded Head Start agencies currently serve about 30% of eligible three- and four-year-olds in Tennessee. Some local school systems and community agencies provide federally subsidized programs without comprehensive services. More than one quarter of the eligible children at this age are not served in any program. Successful programs include strong parent involvement and community collaboration. The state has provided funds to implement 62 family resource centers. Eight Healthy Start pilot programs have been funded by the state to address the health needs of children prenatal to 5 years old.

KEY RESULT AREA 1

EARLY CHILDHOOD EDUCATION

STRATEGIES:

1. Adopt a comprehensive early childhood education plan for all eligible three- and four-year-old children and their parents consistent with the Board's *Early Childhood Education and Parent Involvement Policy*.

Implementation: *Approve and present plan, legislation, and funding requirements to General Assembly in January, 1995.*

Cost: *Existing budget.*

2. Implement a comprehensive early childhood education plan for all eligible three- and four-year-old children. Conduct local needs assessments, provide professional development, and monitor the quality of local early childhood education programs.

Implementation: *Implement 10 pilots in FY 96 to serve a minimum of 600 children. Serve 12,000 children by FY 2002.*

Cost: *Cost for 10 pilots is $3.8M including operating, capital and start-up.*

3. Review proposed legislation regarding childcare and family service programs and make recommendations to the General Assembly.

Implementation: *FY 95 and annual.*

Cost: *Existing budget.*

4. Increase the number of family resource centers serving pre-school and school-age children and their families.

Implementation: *Increase the number of family resource centers by 31 to a total of 93 in FY 96.*

Cost: *$1.6 million. Programs are funded at $50,000 for three years (state and local).*

MEASURES:

- **Adoption of early childhood education plan** and funding schedule.
- **Increase in the number and percentage** of eligible three- and four-year-old children served by comprehensive early childhood programs.
- **Increase in the number of family resource centers** and number of children and families served.
- **Increase in the number** of early childhood education programs accredited by NAEYC.

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GOAL:
All students will learn to high standards.

CURRENT STATUS:
Tennessee measures student learning two ways - achievement and rate of growth. The Tennessee Comprehensive Assessment Program (TCAP) shows strong performance in the primary grades, but somewhat weaker performance in middle grades. This dip in middle grades confounds efforts to implement the Board's *High School Policy*. Schools are not meeting the needs of some of the most vulnerable students nor are they fully challenging all students. Many schools have adopted promising practices such as multi-aged classrooms, integrated curriculum, hands-on math and science, cooperative learning and peer tutoring.

KEY RESULT AREA 2

PRIMARY & MIDDLE GRADES EDUCATION

STRATEGIES:

1. Establish high standards for student learning in all subject areas, using emerging national standards in instruction and assessment. Implement the Board's *Mathematics Policy*.

Implementation: *FY 95 to FY 97.*
Cost: *See accountability and assessment.*

2. Improve student learning by promoting innovations that emphasize active learning strategies and meet the needs of diverse learners.

Implementation: *FY 95 and annual.*
Cost: *Existing budget.*

3. Determine what is required to improve student performance in the middle grades and ensure that all students are ready for high school.

Implementation: *Develop recommendations by September 1995.*
Cost: *Existing budget.*

4. Redeploy resources to provide extra support and extra time to meet student needs.

Implementation: *FY 95 and annual.*
Cost: *Funded in BEP.*

5. Use individualized education programs (IEPs) to improve the achievement of all students with disabilities. Implement inclusion when appropriate.

Implementation: *FY 95 and annual.*
Cost: *Funded in BEP.*

5. Develop and implement career development programs and integrate employability skills into instructional programs. Use partnerships with business and industry to expand learning opportunities.

Implementation: *FY 95 and annual.*
Cost: *Funded in BEP.*

7. Promote local efforts to involve parents(s) or a significant adult advocate in each child's education. Provide information about educational innovations affecting the child and how parents and advocates can assist their own children.

Implementation: *FY 95 and annual.*
Cost: *Existing budget.*

MEASURES:

- **Improved student performance** in grades 2-8 - both actual achievement as measured by the TCAP and academic gain as measured by value-added assessment. (Academic gain equal to or greater than the national norm gain by the year 2000).
- **Improved student performance** in grades 4 and 8 on the writing assessment.
- **Improved student promotion rate** in grades K-8 (97% or higher by the year 2000).
- **Improved student attendance** in grades K-6 and 7-8 (95% or higher in grades K-6 and 93% or higher in grades 7-8 by the year 2000).

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GOAL:
All students will learn to high standards and be prepared for post-secondary study.

CURRENT STATUS:
Approximately 17.4% of Tennessee students drop out of high school. While the average ACT scores of Tennessee's high school seniors are only slightly below the national average, about half of the students entering the state's public postsecondary institutions require remedial or developmental courses. Implementation of the Board's *High School Policy* began in the fall of 1994 with the ninth grade class. Students, parents, and counselors are developing focused four-year programs of study and schools are initiating curriculum changes.

KEY RESULT AREA 3

HIGH SCHOOL EDUCATION

STRATEGIES:

1. Revise the high school curriculum in accordance with the Board's *High School Policy* so all students complete a rigorous core curriculum that includes challenging subject matter in English, mathematics, science, social studies, and wellness. Implement the university and technical preparation paths.

Implementation: *FY 95 - FY 98.*
Cost: *Funded in BEP.*

2. Involve students, parents (or a significant adult advocate), and guidance counselors in developing a four-year plan of focused and purposeful study that will prepare students for postsecondary study and work.

Implementation: *FY 95 and annual.*
Cost: *Funded in BEP.*

3. Implement strategies to integrate the curriculum and expand active learning.

- Provide technology and laboratories needed for math and science instruction consistent with national standards and the Board's *High School Policy*.
- Implement applied academic courses statewide.

Implementation: *Laboratories and applied academics courses in all schools by FY 97.*
Cost: *Funded in BEP.*

4. Redeploy resources to provide extra support and extra time to meet student needs.

- Extend middle school concepts and practices to the high school.
- Develop high school readiness programs.
- Implement small class tutorials.
- Provide tutoring by teachers, peers or community volunteers.
- Promote partnerships with business and industry to help students connect knowledge with application.

Implementation: *FY 95 and annual.*
Cost: *Funded in BEP.*

5. Establish Tech-Prep agreements for all high schools linking four years of high school applied academic and technology courses to two years of college courses leading to an associate degree or technical certificate.

Implementation: *FY 95 - FY 97.*
Cost: *Existing budget.*

6. Determine the status of *High School Policy* implementation and provide on-site assistance by visiting teams of practitioners.

Implementation: *FY 95 and annual.*
Cost: *$100,000.*

7. Increase the number of adults who receive a high school education. Implement through adult high school and year-round literacy programs.

Implementation: *FY 95 and annual.*
Cost: *Adult high schools funded through BEP.*

MEASURES:

- **Improved performance** on the Tennessee Competency Test.
- **Improved performance** of 11th grade students on the writing assessment.
- **Improved performance** on high school course assessments consistent with emerging national standards.
- **Increased number of students** completing advanced placement courses and number scoring three or above on AP examinations.
- **Improved performance** on ACT, SAT or Work Keys.
- **Improved student attendance** in grades 9-12 (93% or higher by the year 2000).
- **Decreased student dropout rate** in grades 9-12 (10% or less by the year 2000).
- **Increase in number of Tech-Prep** agreements.
- **Increased GED** and adult high school completion.

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GOAL:
State-of-the-art technology will be used to improve student learning.

CURRENT STATUS:
The State Board of Education and the Information Systems Council have approved expenditure of funds for bringing state-of-the-art technology and training to over 4,000 classrooms. Funds for innovative instructional projects, technology development partnerships and linking all schools via the library Internet telecommunications project have also been approved. The State Board of Education Technology Advisory Group is developing a long range technology plan.

KEY RESULT AREA 4

TECHNOLOGY

STRATEGIES:

1. Use technology to promote active learning by providing each student access to appropriate instructional technology.

Implementation: *FY 95 - FY 2000.*

Cost: *Technology funded in BEP. In addition, expand 21st century classroom technology by $10 million; continue grant program for innovative projects, $3 million.*

2. Expand the use of technology to connect students to learning opportunities outside the classroom through networks and distance learning.

Implementation: *Network phase-in beginning in FY 95 through FY 96.*

Cost: *Funded by the $10 million technology improvement.*

3. Increase instructional technology training in teacher preparation programs consistent with the *Teacher Education Policy*.

Implementation: *Implement by September 1, 1996.*

Cost: *Borne by institutions of higher education.*

4. Provide professional development in technology through workshops, higher education, and telecommunications networks.

Implementation: *FY 94 - FY 96.*

Cost: *Professional development funded by the $10 million technology improvement. In addition, expand training to include instructional supervisors, $0.4 million.*

5. Link researchers and practitioners in technology research and development projects.

Implementation: *Begin in FY 95.*

Cost: *Funded by the $10 million technology improvement.*

6. Expand the State Board of Education Technology Advisory Group to adopt and maintain a long range technology plan.

Implementation: *FY 95 - FY 2000.*

Cost: *Existing budget.*

MEASURES:

- **Percent of classrooms** with 21st century classroom technology.
- **Number of teachers** trained in the use of instructional technology.
- **Teacher feedback** and student performance.

GOAL:
The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

CURRENT STATUS:
Rigorous new teacher education programs are attracting more and better students. Internships and expanded student teaching experiences are successful. Teacher supply and demand are in balance, but the number of minorities graduating and entering teaching is too low. The teaching force is stable; the 4% turnover rate is below the national average. A leader in teacher education reform, Tennessee's most pressing need is a comprehensive plan for professional development.

KEY RESULT AREA 5

PROFESSIONAL DEVELOPMENT & TEACHER EDUCATION

STRATEGIES:

1. Increase professional development at the school level.
- Improve the use of the five inservice days.
- Provide for flexibility in scheduling to provide time for professional development.
- Use federal resources (Goals 2000, Title I, Eisenhower and others).
- Link professional development to school improvement.
- Use technology to expand professional development.

Implementation: *FY 96 - FY 99.*
Cost: *Existing budget.*

2. Establish a statewide clearinghouse of information about innovative practices for schools; promote the use of the Internet by teachers.

Implementation: *FY 95 and annual.*
Cost: *Existing budget.*

3. Determine the most effective means to provide for all teachers high quality professional development opportunities consistent with the Board's *Professional Development Policy*.

Implementation: *FY 95.*
Cost: *Existing budget.*

4. Improve the pre-service classroom experience of teacher and administrator candidates by promoting internships, implementing professional development schools, and improving partnerships between higher education and schools.

Implementation: *FY 95 and annual.*
Cost: *Existing budget and Goals 2000 funding.*

5. Promote and expand the use of TSBA's jobs registry of teaching and administrative applicants.

Implementation: *FY 95 and annual.*
Cost: *None to state.*

6. Increase the number of minority teachers and teachers in shortage areas by revising and expanding current state scholarship programs.

Implementation: *Begin in FY 95.*
Cost: *Double the minority teacher fellowship program ($100,000 in FY 96 increasing to $400,000 in FY 99) and institutional matching grant program ($250,000 beginning in FY 96). Higher education budget.*

7. Revise the State Model for Local Evaluation to reflect multiple teaching methods, emerging national standards and student performance information.

Implementation: *FY 95.*
Cost: *Existing budget.*

MEASURES:

- **Improved quality** of local professional development.
- **Increase in number of partnerships** between higher education and schools.
- **Improved placement rate** of recent teacher education graduates.
- **Increase in minority teacher education graduates** and minorities entering teaching.
- **Improved results on national assessments** of teacher candidates.
- **Improved learning of students.**

GOAL:
Assessment will be used to improve student learning and demonstrate accountability.

CURRENT STATUS:
The *EIA* specifies accountability procedures, which are being implemented. The Board has adopted performance goals for school systems. An information management system will be in place in 1995-96. Participation in Goals 2000 calls for the development of content standards, performance standards and assessments, and opportunity to learn standards.

KEY RESULT AREA 6

ACCOUNTABILITY AND ASSESSMENT

STRATEGIES:

1. Develop state content standards (what students should know and be able to do) in core subject areas consistent with emerging national standards.

Implementation: *FY 95 - FY 97.*
Cost: *Existing budget.*

2. Develop student performance standards (how well students should know the content) aligned with state content standards. Develop performance assessments in collaboration with other states through the Council of Chief State School Officers' assessment consortium.

Implementation: *FY 96 - FY 98.*
Cost: *Existing budget.*

3. Determine the appropriate set of student assessments; define the next set of components for the Tennessee Comprehensive Assessment Program.

Implementation: *FY 95 - FY 96.*
Cost: *Existing budget.*

4. Establish voluntary standards to measure whether students have the opportunity to learn the knowledge and skills described in the state content standards and student performance standards.

Implementation: *FY 95 - FY 97.*
Cost: *Existing budget.*

5. Monitor performance of school systems that are on probation and provide technical assistance.

Implementation: *FY 95 and annual.*
Cost: *$2 million in FY 96.*

6. Administer a writing assessment in grades 4, 8 and 11 in accordance with Board policy.

Implementation: *FY 96.*
Cost: *$0.8 million annual.*

7. Develop high school course assessments in accordance with state content standards and emerging national standards; include performance components.

Implementation: *FY 95 - FY 99.*
Cost: *$2.6 million annual for development; $1.1 million annual to administer.*

8. Administer high school exit examinations: ACT or SAT to students who complete the university preparation curriculum and Work Keys to students who complete the technical preparation curriculum.

Implementation: *All seniors in FY 96.*
Cost: *Funded in BEP.*

9 Communicate information about the performance of school systems and schools to the General Assembly, educators and the general public.

Implementation: *Annual.*
Cost: *Existing budget.*

10. Implement an accurate, accessible information management system.

Implementation: *Tennessee Education Network to be implemented in fall FY 95.*
Cost: *$3.3 million installation, one-time; $3.6 million technical support annual.*

MEASURES:

- **Development of content standards.**
- **Improved student learning** as measured by current and new assessments.
- **Number of school systems on probation.**
- **Accurate, accessible information** available for resource deployment and policy making.

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GOAL:
Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

CURRENT STATUS:
The *FEA* provides for sweeping changes in school governance. School boards will be elected and superintendents appointed. Principals have new responsibilities and serve under performance contracts. New principals and supervisors of instruction are being prepared and licensed under a new credentialling program. School-based decision making is being implemented in schools through local initiative and the processes of shared decision making. To give local school systems greater flexibility in decision making, the Board has completed a comprehensive revision of its rules. Further legislative action is needed to eliminate obsolete laws.

KEY RESULT AREA 7

SCHOOL LEADERSHIP AND SCHOOL-BASED DECISION MAKING

STRATEGIES:

1. Implement the Board's *Policy for the Principal* and *Policy for the Supervisor of Instruction* regarding recruitment, selection, preparation, performance assessment, and professional development.

Implementation: *FY 95 and annual.*

Cost: *Existing budget.*

2. Conduct state sponsored professional development programs, consistent with the Board's *Professional Development Policy*, for leadership teams from school systems.

Implementation: *FY 95 and annual.*

Cost: *Existing budget.*

3. Assist local school systems in developing and implementing strategic plans and individual school improvement plans.

Implementation: *FY 95 and annual.*

Cost: *Existing budget.*

4. Promote school-based decision making linked to state and local school system goals and school improvement plans.

Implementation: *FY 95 and annual.*

Cost: *Existing budget.*

5. Eliminate obsolete and conflicting state laws and State Board of Education rules.

Implementation: *Recommend revisions to code in FY 95; adopt in FY 96. Annual rules review.*

Cost: *Existing budget.*

MEASURES:

- **Number of administrators prepared** and entering the profession under new licensure standards.
- **Increased number of schools** using school-based decision making.
- **Improved number and quality** of school system strategic plans and school improvement plans.
- **Increased effectiveness of schools** as measured by local performance goals and performance goals adopted by the State Board of Education.
- **Code and rules that are updated** and comprehensible for users.

GOAL:
All students and school personnel will have teaching and learning environments that are s[illegible].

CURRENT STATUS:
Widespread concern exists in Tennessee communities about youth violence and the safety of schools. Data, while incomplete, indicate an increase in severity of violence rather than growth in the number of violent incidents among children. Children now exhibit violence at an earlier age. School personnel and others believe that learning cannot take place where students are fearful. These concerns require efforts on the part of schools, students, parents, and communities to make schools safe.

KEY RESULT AREA 8

SCHOOL SAFETY

STRATEGIES:

Implement the Board's *School Safety Policy* by establishing a state-level school safety center, school safety advisory council, violence prevention curriculum, recommendations regarding alternative schools, school safety plans, and coordination between the justice system and school leaders.

Implementation: *FY 95.*

Cost: *Existing budget.*

MEASURES:

- **Improved learning** in regular schools and in alternative placements.
- **Decrease in incidence of violence** in schools.
- **Number of students** in alternative placements.

GOAL:
The Basic Education Program will be fully funded to provide adequate and equitable support for Tennessee schools.

CURRENT STATUS:
The Basic Education Program (BEP) funding formula adopted as part of the *FIA* provides a rational funding mechanism. The state is committed to a five-year plan to bring about full funding of the BEP by FY 98. State formula funds allocated to public schools in FY 95 are equivalent to funding the state share at 88% of full funding.

KEY RESULT AREA 9

FUNDING

STRATEGIES:

1. Complete scheduled funding of the BEP formula to provide all schools with essential components including personnel, class size reduction, technology, textbooks, materials, transportation and capital expenditures.

Implementation: *FY 96 - FY 98.*

Cost: *$116.4 million per year, FY 96 - FY 98.*

2. Maintain full funding of the BEP formula over time, including increased costs identified by annual component review and cost updates. Determine and provide for costs of additional mandated initiatives.

Implementation: *FY 96 and annual.*

Cost: *In five-year BEP plan.*

3. Determine cost of *Master Plan* initiatives and schedule for implementation.

Implementation: *FY 96 and annual.*

Cost: *FY 96 estimate for Master Plan initiatives $148.7 million; $1.9 million for other state activities. Total $150.6 million.*

MEASURES:

- **Full funding** of the BEP on schedule.
- **BEP formula** based on market based costs.
- **Performance of schools and school systems** as measured by the performance goals adopted by the State Board of Education.

NATIONAL GOAL	MASTER PLAN KEY RESULT AREA
School Readiness	Early Childhood Education
School Completion	High School Education Primary/Middle Grades Education
Student Achievement and Citizenship in Nine Core Subjects	Primary/Middle Grades Education High School Education
Teacher Education and Professional Development	Professional Development and Teacher Education
Mathematics and Science	Primary/Middle Grades Education High School Education
Adult Literacy and Lifelong Learning	High School Education
Safe, Disciplined and Alcohol- and Drug- Free Schools	High School Education School Safety
Parental Participation	Early Childhood Education Primary/Middle Grades Education High School Education School Safety

TENNESSEE BUSINESS ROUNDTABLE ANALYSIS & SBE MASTER PLAN

TBR RECOMMENDATION	MASTER PLAN KEY RESULT AREA
Planning	All Key Result Areas
Instructional Time	High School Education Primary/Middle Grades Education
Teaching All Children	Primary/Middle Grades Education High School Education Professional Development and Teacher Education
Student Advocacy	Primary/Middle Grades Education High School Education
High Tennessee Learning Standards	Accountability and Assessment
Assessment System	Accountability and Assessment
Shared Decision Making and Deregulation	School Leadership and School-Based Decision Making
Rewards, Assistance and Sanctions	Accountability and Assessment
Staff Development	Professional Development and Teacher Education
Standards for Teachers and Administrators	Professional Development and Teacher Education
High Quality Pre-Kindergarten Programs	Early Childhood Education
Health and Social Services	Early Childhood Education
Technology	Technology

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